

School Plan

EAST END ELEMENTARY SCHOOL
21801 ARCH ST PIKE,LITTLE ROCK, AR 72206

Arkansas Comprehensive School Improvement Plan

2014-2015

East End Elementary believes in developing the whole child in order to ensure that all students at EEE will learn and achieve.

Grade Span: K-2

Title I: Title I Schoolwide

School Improvement: SI_5

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Priority 1: Literacy

Goal: To maximize instructional outcomes in literacy with an emphasis on comprehension and vocabulary.

Priority 2: Math

Goal: East End Elementary will maximize individual student progress by focusing on cognition based teaching and learning in mathematics.

Priority 3: Wellness

Goal: Participation in the BMI activity shows a need to improve all students' cardiovascular and muscular strength.

Priority 1: Improving Literacy

1. For the 2011-2012 school year, 149 were tested using the Qualls Early Learning Inventory. In general knowledge 44% were developed 51% were developing, and 5% were delayed. Oral Communication: 54% were developed, 42% were developing and 5% were delayed. Written Language: 53% were developed, 42% were developing and 5% delayed. Work Habits: 62% were developed, 34% were developing and 4% were delayed. Attentive Behavior: 60% were developed, 34% were developing and 7% were delayed. For the 2012-2103 school year, 154 kindergarten students were tested using the Qualls Early Learning Inventory. In general knowledge, 47% were developed, 51% were developing, and 2% were not developed. Oral Communication: 51% were developed, 44% were developing and 5% were not developed. Written Language: 39% were developed, 58% were developing and 3% were not developed. Work Habits: 53% were developed, 40% were developing and 7% were not developed. Attentive Behavior: 49% were developed, 43% were developing and 8% were not developed. For the 2013-14 school year, 144 students were tested. In general knowledge 51% were developed, 40% were developing, and 1% were delayed. Oral Communication: 52% were developed, 47% were developing, and 1% delayed. Written Language: 76% were developed, 22% were developing, and 1% delayed. Work Habits: 47% were developed, 50% were developing, and 3% were delayed. Attentive Behavior: 41% were developed, 56% were developing, and 3% were delayed.
2. 3rd Grade: 2013-2014 State Benchmark Results: 80% of the Combined Population scored at or above proficient. 38% of Students with Disabilities scored at or above proficient. 77% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 62% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was in open response content reading. On average students received 2.4 out of 8 possible points in this area. 4th Grade: 2013-14 State Benchmark Results: 86% of the Combined Population scored at or above proficient. 55% of Students with Disabilities scored at or above proficient. 83% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 44% of the students scoring below proficient. The overall lowest scoring area for 4th grade was in open response literary reading. On average students received 3.9 out of 8 possible points in this area. 5th Grade: 2013-2014 State Benchmark Results: 74% of the Combined Population scored at or above proficient. 22% of Students with Disabilities scored at or above proficient. 77% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 78% of the students scoring below proficient. The overall lowest scoring area for 5th grade was in open response literary passage. On average students received 3.6 out of 8 possible points in this area. 6th Grade: 2013-2014 State Benchmark Results: 60% of the Combined Population scored at or above proficient. 9% of Students with Disabilities scored at or above proficient. 55% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 91% of the students scoring below proficient. The overall lowest scoring area for 6th grade was in multiple choice literary passage. On average students received 3.4 out of 8 possible points in this area. 3rd Grade: 2012-2013 State Benchmark Results: 91% of the Combined Population scored at or above proficient. 33% of Students with Disabilities scored at or above proficient. 82% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from our combined population was Students with Disabilities with 67% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was open response in the practical reading passage. On average students received 3.3 out of 8 possible points in open response in this area. 4th Grade: 2012-2013 State Benchmark Results: 86% of the Combined Population scored at or above proficient. 46% of Students with Disabilities scored at or above proficient. 81% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from our combined population was Students with Disabilities with 55% of the students scoring below proficient. The overall lowest scoring area for 4th grade was open response in

Supporting
Data:

literary passage. On average students received 3.8 out of 8 possible points in open response in this area. 5th Grade: 2012-2013 State Benchmark Results: 91% of the Combined Population scored at or above proficient. 27% of Students with Disabilities scored at or above proficient. 80% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from our combined population was Students with Disabilities with 73% of the students scoring below proficient. The overall lowest scoring area for 5th grade was open response practical reading passage. On average students received 3.8 out of 8 possible points in this area. 6th Grade: 2012-2013 State Benchmark Results: 79% of the Combined Population scored at or above proficient. 8% of Students with Disabilities scored at or above proficient. 72% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 92% of the students scoring below proficient. The overall lowest scoring area for 6th grade was open response in the content reading passage. On average students received 4.7 out of 8 possible points in open response this area. # 6 3rd Grade: 2012-2013 State Benchmark Results: 91% of the Combined Population scored at or above proficient. 33% of Students with Disabilities scored at or above proficient. 82% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from our combined population was Students with Disabilities with 67% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was open response in the practical reading passage. 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On average students received 4.7 out of 8 possible points in open response this area. # 6 2012-2013 Benchmark data results show that practical reading open response continues to be the lowest scoring area in the building. Following are the open response results for this area: 3rd Grade- 3.3 average points scored on open response; 4th Grade- 4.0 average points scored on open response; 5th Grade- 3.8 average points scored on open response; 6th Grade- 5.9 average points scored on open response. 3rd Grade: 2011-2012 State Benchmark Results: 87% of the Combined Population scored at or above proficient. 50% of Students with Disabilities scored at or above proficient. 80% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 50% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was in open response in the literary reading passage. On average students received 4 out of 8 possible points in open response in this area. 4th Grade: 2011-2012 State Benchmark Results: 88% of the Combined Population scored at or above proficient. 29% of Students with Disabilities scored at or above proficient. 87% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 72% of the students scoring below proficient. The overall lowest scoring area for 4th grade was in open response practical reading. On average students received 2.4 out of 8 possible points in open response in this area. 5th Grade: 2011-2012 State Benchmark Results: 90% of the Combined Population scored at or above proficient. 29% of Students with Disabilities scored at or above proficient. 83% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 71% of the students scoring below proficient. The overall lowest scoring area for 5th grade was in open response literary passage. On average students received 4.7 out of 8 possible points in this area. 6th Grade: 2011-2012 State Benchmark Results: 80% of the Combined Population scored at or above proficient. 0% of Students with Disabilities scored at or above proficient. 69% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities. The lowest identified subgroup from or combined population was Students with Disabilities with 100% of the students scoring below proficient. The overall lowest scoring area for 6th grade was open response in the practical reading passage. On average students received 3.1 out of 8 possible points in open response this area.

3. 4. Iowa Test of Basic Skills combined population for first grade: In 2011/2012, 147 students were tested on ITBS with 44% scoring at or above the 50th percentile. Vocabulary: 49%, Comprehension: 68%, Total Reading: 61%. In 2011/2012, 147 second grade students completed the ITBS test. Vocabulary: 59%, Comprehension: 70%, Total Reading: 65%. Iowa Test of Basic Skills combined population for first grade: In 2012/13, 146 students were tested on ITBS with 34% scoring at or above the 50th percentile. Vocabulary: 39%, Comprehension: 60%, Total Reading: 50%. In 2012/13, 143 students were tested on ITBS with 58% scored at or above the 50th percentile. Vocabulary: 52%, Comprehension: 70%, Total Reading: 62%. Iowa Test of Basic Skills combined population for first grade: In 2013/2014, 151 students were tested on ITBS with 61% scoring at or above the 50th percentile. Vocabulary: 51%, Comprehension: 68%, Total Reading: 61%. In 2013/2014, 137 second grade students completed the ITBS test. The combined population had 68% scoring at or above the 50th percentile. Vocabulary: 51%, Comprehension: 67%, Total Reading: 59%.
4. 4. CRT 3-Year Trend Analysis: 1) The 3-year trend analysis identifies the lowest scoring area for 3rd grade as reading passages. Each year students scored lowest in either literary, practical, or content reading passages. 2) The 3-year trend analysis identifies the lowest scoring area for 4th grade as literary passages. 3) The 3-year trend analysis identifies the lowest scoring areas for 5th grade are practical and literary reading passages. 4)

The 3-year trend analysis identifies the lowest performing areas for 6th grade as being reading open response tasks. Practical passages, content passages, and literary passages have been the lowest area respectively.

- Our 2011-2012 daily attendance was 94.4%. Our 2012-2013 daily attendance was 95%. The attendance rate for 2013-2014 was 95%.

Goal To maximize instructional outcomes in literacy with an emphasis on comprehension and vocabulary.

In 2013-2014, the AMO target was 86.79% for the All Students population and 78.84% for the TAGG population. The All Students population scored 75.14% which is below the 2012-2013 AMO target of 86.79%. TAGG students are scored below the target at 67.13%. Annually, the percentage of students scoring proficient/advanced in the All Students and the TAGG population will increase 3% on the PARCC exam. In 2014-2015, the AMO target is 88.26% for the All Students population and 81.84% for the TAGG population.

Benchmark

Intervention: East End Elementary will implement Common Core standards through a comprehensive balanced literacy model and utilize assessment data from the program.				
Scientific Based Research: Hoyt,L.(2007)Interactive Read-Alouds.Portmouth: Heinemann. Ray,K.W.& Glover,M.(2008)Already Ready.Portsmouth: Heinemann. Hoyt L.& Therriault, T.(2008)Mastering the Mechanics Grade K-1 and Grades 2-3.USA: Scholastic. Calkins, L. & Pessah, L. (2003) Writing Units of Study: Launching the Writing Workshop, Small Moments: Personal Narrative Writing, and The Conferring Handbook. Hoyt, L. & Stead, T. (2008) Explorations in Nonfiction Writing. Hoyt, L. (2011) Crafting Nonfiction. Ganske, K. (2000) Word Journeys and Word Sorts and More.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-2 teachers will implement common core standards through pacing guides and lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Vickie Easley, Principal; Dr. June Elliott, Assistant Superintendent of Curriculum; District Design Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers Teaching Aids 	ACTION BUDGET: \$
A curriculum room has been established for all teachers to provide access to literacy resources. Additional guided reading books will be purchased as needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers School Library Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
8.G.1 K-2 classrooms implement a research based word study curriculum. Monitoring of the effectiveness will be through data collection from the DSA for first and second grades and the letter ID for kindergarten students. Implementation will be verified through lesson plans, classroom walk-throughs and observation. 8.G.2. Pre/post assessment data will be collected for analysis. 8.G.3. The data on the kindergarten students shows an annual average decline of 3 points on total letter ID. The analysis of the 2011/2012 data shows an average score of 25 points on the total ID from pre/post test. The analysis of the 2012/2013 data shows an average score of 22 points on the total ID from pre/post test. The 2013/2014 data shows an average score of 22 points on the total ID from the pre/post test. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Representatives of the Reading Council and the literacy specialist will attend the AR Reading Conference held in Little Rock to learn strategies for the improvement of student reading skills. The teachers will share strategies during PLC's. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The reading recovery teachers and literacy specialist will attend the UALR Fall Literacy Conference to further enhance understanding of Reading Recovery strategies	Vickie Easley, Principal	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>and Comprehensive Balanced Literacy goals to improve classroom instruction. The reading recovery teachers will share strategies and techniques with their peers in Professional Learning Communities. Additional professional development will be provided as needed. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>		06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	
<p>EEE will provide new common core curriculum brochures to parents emphasizing learning goals and objectives at each grade level. Action Type: Alignment Action Type: Parental Engagement</p>	<p>Vickie Easley, Principal; Dr. June Elliott, Assistant Superintendent of Curriculum; District Design Team</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.E.2: Four (4) FTE paraprofessionals provide reading/math assistance to students in the classroom (Two (2)FTE paid from Title I funds {Tammye Ladd 1 FTE Salary \$17144.40 and Toni Johnson 1 FTE Salary \$18897.90 Combined Benefits \$10102.49}/ Two (2)FTE paid from NSLA funds Shirley Reed and Pam Raley Combined Salary \$40132.05 Combined Benefits \$11001.01). The Title I paraprofessionals are under the direct supervision of certified teachers. The NSLA paraprofessionals may be utilized within a classroom or in a computer lab environment. Parent compacts, which inform parents of the services provided by our paraprofessionals, will be included in the student handbook . The compact includes the following information: (A) Provide assistance to parents in understanding content on how to monitor a child's progress; standards, academic assessments and (B) Provide materials and training to help parents work with their children to improve academic achievement; (C) Educate teachers, principals, and other staff in the importance of effective communication, value and utilize the contributions of parents; (D) Coordinate and integrate parent involvement programs and activities; (E) Ensure that information related to school and parent programs is sent to parents which are practical and in a language parents can understand; (F) Provide other reasonable support for parental involvement activities as parents may request. Additionally, \$850 is set aside for substitute pay for the Title I paid FTE positions and \$500 is set aside for substitute pay for the NSLA paid FTE positions. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Central Office Computers Performance Assessments Teachers Teaching Aids Title Teachers 	<p>NSLA (State-281) - \$40132.05 Employee Salaries: NSLA (State-281) - \$11001.01 Employee Benefits: NSLA (State-281) - \$500.00 Purchased Services: Title I - Employee \$10102.49 Benefits: Title I - Employee \$36042.30 Salaries: Title I - Purchased \$850.00 Services: ACTION BUDGET: \$98627.85</p>
<p>10.C.1 A Comprehensive Balanced Literacy Program will guide literacy instruction at EEE. The curriculum will be implemented through phonemic awareness, comprehension strategies, shared reading, writing, vocabulary, word study, integration of content areas, and guided reading. Classroom materials may be purchased to support implementation. In 2013-14 all teachers will receive word study training to enhance classroom instructional strategies. New teachers will be trained in Daily Five, Word Study, Writing Instruction, Guided Reading, and/or needed areas. Implementation will be verified through lesson plans, classroom walk-throughs and observation. Using assessment tools, teachers will administer pre and post assessments to measure core literacy components. Assessments will be scheduled and administered to every student across the building. A portfolio of student writing will be kept to monitor growth, to assist with IRIs, and to drive instruction. Data will be collected for analysis. The analysis of the 2009/2010 data showed a 16% decrease in</p>	<p>Dr. June Elliott, Assistant Superintendent of Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>

<p>vocabulary,4% decrease in growth in graphic organizers, 10% growth in sequencing and 12% growth in inference in second grade. The analysis of the 2010/2011 data showed a 12% increase in vocabulary,3% decrease in growth in graphic organizers, 18% growth in sequencing and 3% decrease in growth in inference in second grade. The analysis of 2011/2012 showed a 2% decrease in reading overall, no change in writing overall, reading for literature 38%, reading for informational text 48%, and 50% for language. The 2011/2012 data indicates the program is effective based on the data. The program is monitored for progress and effectiveness. Adjustments are made as needed. The analysis of 2012/2013 showed a no change in reading mechanics, reading for literature increased by 12 points and reading for informational text decreased by 12 points. The data will not be collected for the 2013/2014 school year. Our school will not participate in TLI for reading. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>				
<p>10.C.6 Building Administrators will utilize focus walks to monitor classroom instruction. Teachers will participate with peer visits to enhance instructional strategies. Information gathered will be discussed at PLC meetings. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Kindergarten through second grade students utilize technology in the computer lab at least 40 minutes each week to improve literacy skills using iReady. An additional computer lab provides time for students to participate in shared research and writing projects. Action Type: Technology Inclusion</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will continue to progress monitor and collaborate on the best strategies to reach free and reduced lunch students and special needs students. Teachers may attend Kagan Cooperative Learning professional development to further their knowledge on student engagement and learning techniques for low and high performing students. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Mobile Chromebook labs are available to all classrooms for integration of content areas, research, and keyboarding skills. Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Faith Boatright, Media Specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>K-2 standards based report cards align with the Common Core Standards and give parents a comprehensive view of students strengths and weaknesses. Action Type: Alignment Action Type: Parental Engagement</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Professional texts to support professional development initiatives will be provided for teachers. Teachers received professional development on Mastering the Mechanics and More on August 12, 2014. Additional Mastering the Mechanics books will be purchased for Kindergarten teachers. Action Type: Professional Development</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>First and second grade students participate in Accelerated Reader (operating funded) to improve reading comprehension. Parents receive information about the program. New teachers will receive training on how to administer this program. Action Type: Alignment Action Type: Collaboration</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Equity				
<p>EEE will continue to implement Family Night to promote literacy. Instruction will be provided to parents on how to incorporate learning activities in the home.</p> <p>Action Type: Parental Engagement</p>	<p>Kimberly Whitehead, parent involvement facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Title IIA funding will be utilized to support Class size reduction. An EEE kindergarten teacher will be utilized (Kristen Stinnett Salary \$55578.80 Benefits \$12210.61) to reduce the size of kindergarten classes. EEE has 121 kindergarten students enrolled as of 8/27/2014. Before the class size reduction teacher, EEE had 7 teachers, a ratio of 17.28 students per teacher. After the class size reduction teacher, EEE had 8 teachers, a ratio of 15.12 students per teacher. The class size will continue to be evaluated throughout the school year to ensure compliance. Title IIA will also fund a set aside of \$200 for a substitute for the classroom.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>Title II-A - Employee Benefits: \$12210.61 Title II-A - Employee Salaries: \$55578.60 Title II-A - Purchased Services: \$200.00</p> <hr/> <p>ACTION BUDGET: \$67989.21</p>
<p>The use of State Restricted Professional Development funds will be used to help strengthen teachers instructional strategies, questioning techniques, content knowledge, implementation of the Common Core State Standards and PARCC. Special emphasis will be placed on aligning mathematical Domains and learning progressions. Reading Comprehension and Foundational Skills standards for English Language Arts will also be emphasized. A lesson planning schema will be utilized to provide a structure to incorporated components of a good lesson as outlined in Common Core State Standards. Additionally, professional development activities will support instructional coaches as they help teachers implement strategies in math and language arts including creating and utilizing assessment tools that will accelerate the achievement of all students. Professional development for all certified employees will include 6 hours of technology and 21 hours of content specific information as it relates components of Common Core State Standards. Special emphasis will be placed on Domain 2: Classroom Environment and Domain 3: Instruction. Materials and supplies such as professional literature, binders, and/or dividers that support professional development activities will be provided for teachers. Attendance will be verified through sign-in sheets and the ARESC shoebox system. Implementation of strategies learned will be evaluated through classroom observations, review of lesson plans, and discussions in Professional Learning Communities. Analysis of student performance on district and state exams as well as feedback from professional development evaluations and surveys will be used to evaluate the impact of professional development and inform planning for future events.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>June Elliott, Assistant Superintendent of Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>PD (State-223) - Materials & Supplies: \$200.00 PD (State-223) - Purchased Services: \$10709.00</p> <hr/> <p>ACTION BUDGET: \$10909</p>
<p>The District will hold the school buildings accountable for meeting their goals, objectives, and AMO. The District will provide technical assistance and support to all buildings that are in "Needs Improvement" status including training and support for data analysis and its effective use in instructional planning, as well as training and support for building leadership teams. Instructional Leadership meetings will be scheduled with all principals to ensure proper implementation of district curriculum and RTI. The Assistant Superintendent of Curriculum hosts the meetings monthly. Progress monitoring, classroom walk</p>	<p>Jerrold Williams, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>

<p>throughs, meaningful engagement of students, increased rigor and data analysis are topics that will be addressed during curriculum leadership meetings. Administrative meetings for all Assistant Superintendents, Directors, and Coordinators will be held monthly and directed by the Superintendent. The meetings will serve as a communication venue for all pertinent educational topics. Professional Learning Community meetings, in which data and priorities are reviewed, will be implemented in each school building. AIPs will be addressed throughout the district by evaluating the students who are at risk of not meeting AMO and determining appropriate interventions for them. Students with Disabilities needs will be specifically addressed for buildings in "Needs Improvement" status relating to the TAGG group. The socio-economic population, economically disadvantaged, included in the TAGG group will also be addressed in appropriate buildings via PLC meetings, supervised by principals. The District Leadership Team has attended the initial meetings for District Leadership Academy on July 15-16, 2014. The District Leadership Team plans to attend two additional Leadership Academy workshops on September 17-18 and December 16-17. The purpose of the leadership team includes fostering positive change, elevating content professional learning to enhance and improve student learning, building and maintaining collaborative relationships, building and sustaining accountability systems, as well as developing and revising the mission and vision of the district with clear-cut goals communicated to the school community and all stakeholders.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				
<p>8.E.1: (A) Parents will be given informational packets at the beginning of the school year. The informational packets contain statements attesting to the school district's commitment to parental involvement. Each packet contains daily school schedules, lunch schedules, volunteer forms, a statement of the schools commitment to parental involvement, Dads on Campus information, the school calendar, parent center hours, a list of materials available from the parenting center, teacher email addresses and the process for handling parental concerns. Tips on how parents can foster their child's success will be given. The Alumni Advisory Committee will assist in planning and supporting parent communication. (B) We will schedule two parent involvement meetings this school year to share information concerning testing, programs, parenting, and general information. (C) The parent survey forms are sent home at the beginning of the year with all parents. The surveys are collected and placed in a volunteer resource book for teachers to refer to when they need a volunteer. (D) The process for handling parent concerns is stated in the school's handbook. (E) Not applicable. (F) We have an active, organized Parent/Teacher Association that meets monthly to work together for the good of all students. (G) We will appoint a parent coordinator for the 2014/2015 school year. (H) We will hold two parent/teacher conferences each year in October and February. (I) Instruction will be provided to parents about how to incorporate developmentally appropriate learning activities in the home environment through Math, Science and Literacy Nights. (J) EEE will engage in other activities determined by the school to help a parent assist in his or her child's learning.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Vickie Easley, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>

8.E.4 The school will hold a separate parent meeting to discuss Title One information. The meetings will be held August 14, 2014 and October 23, 2014. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
8.E.3 The school's parent involvement plan is posted on the district/school website. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
8.E.5 EEE will provide to parents of students receiving Title I services information about the following components: (a) Parents Right to Know, (b) Annual Report Card, (c) Individual Student Assessment Report, (d) Progress Review, (e) Written State Complaint Procedures, (f) Parental Communication, (g) Disabled Parents to ensure meaningful participation in Title I Part A Programs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$177526.06

Intervention: K-2 students receive interventions by implementing supplemental programs which support literacy.

Scientific Based Research: Hoyt,L.(2007)Interactive Read-Alouds.Portsmouth:Heinemann. Ray,K.W.& Glover,M.(2008)Already Ready.Portsmouth: Heinemann. Hoyt L.& Therrriault, T.(2008)Mastering the Mechanics Grade K-1 and Grades 2-3.USA:Scholastic. Calkins, L. & Pessah, L. (2003) Writing Units of Study: Launching the Writing Workshop, Small Moments: Personal Narrative Writing, and The Conferring Handbook. Hoyt, L. & Stead, T. (2008) Explorations in Nonfiction Writing. Hoyt, L. (2011) Crafting Nonfiction. Ganske, K. (2000) Word Journeys and Word Sorts and More.

Actions	Person Responsible	Timeline	Resources	Source of Funds
EEE will provide information to parents about intervention opportunities available at East End Elementary. Parents also receive a copy of the intervention pyramid that our school has created. After school tutoring may also be provided for low achieving students through NSLA funding. The tutoring may be offered 2 days per week for one hour. The teachers are paid the board-approved \$30 per hour for non-contracted work. Approximately 60 students are served both semesters. Title I funding in the amount of \$7,623.13 will be set aside for after school tutoring Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	Title I - Employee Benefits: \$1373.13 Title I - Employee Salaries: \$6250.00 ACTION BUDGET: \$7623.13
8.G.1. iReady will be implemented to raise the achievement level of all students. Kindergarten through Second grade teachers will use the software to reinforce basic skills. All students will have access to the software for forty minutes per week. 10.C.5. 8.G.2. Pre/post assessments data will be given to every student. 8.G.3 Data will be collected and analyzed during the 2014-2015 school year to use as a baseline. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • Computers • Performance Assessments • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: \$
Teachers meet once a week for forty minutes in Professional Learning Communities to discuss and improve student achievement and classroom instruction. Agendas, sign-in sheets and minutes from	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$

<p>the weekly meetings are recorded to share across grade levels. Action Type: Collaboration Action Type: Professional Development</p>			<ul style="list-style-type: none"> Title Teachers 	
<p>Pre-K classes are provided to help students transition into kindergarten. Forty students are serviced each year with this program. Home Instruction for Parents of Pre-school Youngsters (HIPPY) services are offered to three and four year old children who are not enrolled in the Pre-K program. Summer school is offered to entering Kindergarten students to aid in the transition into East End Elementary. There are three classes offered including 4 hours per day for one week. Teachers are paid the board-approved \$30 per hour for non-contracted work. A SLIDE class is on the EEE campus which are conducted by the Arkansas River Educational Service Cooperative pre-school program. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>A Literacy Assessment Wall will be used to monitor students reading and writing progress throughout the school year. Students' scores will be changed each nine weeks. Teachers will discuss quarterly progress focusing on different student subpopulations and growth. The students will be monitored monthly to determine their academic needs. The students' intervention plan will be adjusted as needed. Action Type: Alignment Action Type: Collaboration</p>	Vickie Easley, Principal; Instructional Specialist, Toni Walters	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>10.C.5. Through the implementation of a Comprehensive Balanced Literacy Model, Guided Reading Plus will be used to address the needs of low performing students. Guided readers will be purchased for students in correlation with the program. Professional learning communities will be used to help promote a collegial environment to improve instruction focusing on intervention strategies or students in need. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Teachers develop Individualized Reading Improvement Plans(IRI)for students that are below grade level in reading. The plans list specific areas of weakness and strategies that will be implemented. The Individual Reading Plans are updated each nine weeks. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide</p>	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
<p>The RTI Committee will collaborate with classroom teachers to write AIP's and IRI's for students performing below grade level based on standardized test scores and student performance. Following the response to intervention pyramid, teachers will ensure that students are given every opportunity to succeed in the classroom by implementing timely and effective remediation. The EEE RTI committee will continue to monitor improvement plans and collaborate on the best strategies to reach free and reduced lunch and special needs students. The team will make recommendations for improvement of instructional strategies to help students be successful. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education</p>	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Second grade EEE students will transition to third grade at EEI through a counselor led tour during the month of May. Third grade teachers will be accessible</p>	Katie Jackson, Counselor	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>to answer any questions. Action Type: Collaboration</p>		06/30/2015		
<p>10.C.5.EEE will restructure the internal organization of the school by implementing diversification of specialized instruction for specially targeted students within the free and reduced sub-population and special education population. These students will receive differentiated instruction and interventions in their classrooms addressing their deficit areas. Action Type: Alignment Action Type: Special Education</p>	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Reading Recovery Teachers (2 FTE) will provide intervention for students who are identified as being at risk as measured on various reading assessments (.06 FTE paid from Title I funds {Tara Derby \$3044.29 Salary \$2852.83 Benefits}, 1.94 FTE paid from NSLA 1 FTE Gena Golleher and .94 FTE Tara Derby \$100562.36 Combined Salary \$22093.55 Combined Benefits). Reading Recovery plays a vital role in ensuring that students are able to meet the goals of the Common Core Standards. Letters explaining the program, placement and evaluations will be sent to parents. Additional Reading Recovery teachers are needed to fully implement the program. Evaluation will be made of the Reading Recovery Program, not the Reading Recovery staff. The analysis of the 2011/2012 reading recovery data shows an average increase of 15.3 point gain in reading text levels. The analysis of the 2012/2013 reading recovery data shows an average increase of 16.4 point gain in reading text levels. Reading Recovery teachers are needed to fully implement the Reading Recovery program. The analysis of the 2013/2014 reading recovery data shows an average increase of 19.89 points in reading text levels. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	Tara Derby and Gene Golleher, Reading Recovery Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> <p>NSLA (State-281) - \$100562.36 Employee Salaries:</p> <p>NSLA (State-281) - \$22093.55 Employee Benefits:</p> <p>Title I - Employee \$2852.83 Benefits:</p> <p>Title I - Employee \$3044.29 Salaries:</p> <hr/> <p>ACTION BUDGET: \$128553.03</p>
<p>First grade teachers will use Keystone text to progress monitor throughout the school year. Second grade teachers will use the Fountas and Pinnell reading assessment kit to progress monitor throughout the year. Additional books will be purchased as needed. Action Type: Alignment Action Type: Collaboration</p>	Toni Walters, Literacy Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students participate in units of study in writing. Teachers confer with students to scaffold and provide differentiated instruction. Student pre and post assessments are kept to show growth throughout the year. Implementation will be verified through lesson plans, classroom walk-throughs, and teacher observation. Consumable student journals will be purchased for all students in grades K-2. Action Type: Alignment Action Type: Equity</p>	Vickie Easley, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Sheridan Alternative Learning Center will be supported with use of state alternative learning funds to pay one-half(.5) FTE certified staff to raise the achievement of this group of students (Wendy Todd \$24202.50 Salary \$6409.30 Benefits). \$250 will be set aside for substitutes. State Categorical ALE funds will also be utilized to purchase supplemental instructional materials for the students which will be used to specifically aid students enrolled in the ALE environment including items such as flash cards, technology devices, software and other manipulatives for enhanced learning, (\$2000). Operating funds are utilized to support an additional one-half (.5) FTE classified staff. Students are selected for ALE based on exhibiting two or more characteristics listed in Act 1299 (6-18-508) such as, class disruptions, drop-outs,</p>	Dee Creed, ALE Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ALE (State-275) - Materials & Supplies: \$2000.00</p> <p>ALE (State-275) - Employee Benefits: \$6409.30</p> <p>ALE (State-275) - Employee \$24202.50</p>

<p>abuse, homeless, lack of attendance, etc. Referrals from schools that align with the eligibility criteria of Act 1299 are accepted in ALE. The exit criteria for a student are individualized. Students exit the program when the behaviors which prompted the referral have been replaced by appropriate behaviors and the student's academic and/or social status is no longer being jeopardized. The transition process to the general classroom is monitored by use of a point sheet which accompanies the student to the general education classroom. The general education teacher rates the student's behavior during the class period. The ALE teacher monitors the student's behavior and reinforces the student based on the report. 8.G.2 Individual student progress is monitored and assessed through the analysis of daily point sheets, academic progress reports, anecdotal records and team meetings. All sources of data are gathered and used to assess the quality and effectiveness of the ALE program. 8.G.3. Data analysis of the ALE program indicates 88.7% of the students transition to the more traditional classroom setting or continue to receive non-traditional approaches, which aides in preventing these students from becoming drop outs. Action Type: Alignment Action Type: Collaboration</p>				<p>Salaries: ALE (State-275) - \$250.00 Purchased Services: <hr/>ACTION BUDGET: \$32861.8</p>
<p>8.G.1 Each campus will have a designated ELL trained staff member to aid with student needs and coordinate the interventions. The certified ELL coordinators will work directly with the teachers within the building to assist them in targeting ELL student needs and developing effective intervention strategies. ELL funds will be used to purchase testing materials and supplies for ELL students. ELL funds will be used to provide technology within the classroom for lesson integration. ELL funds also will be used to purchase classroom supplies and instructional supplies specifically designed for the ELL population for students that exhibit weaknesses in literacy passages, writing domains, and/or mathematic strands including but not limited to dictionaries, math curriculum, student library books, visual aids, flashcards, books on CD and other curriculum materials (\$1893.36). 8.G.1 Data is compared to devels of proficiency and increases in proficiency within the district from year to year and will be used to determine progress of LEP students and the success of the implemented programs to meet their needs. 8.G.2 Benchmark results in literacy will be utilized to determine effectiveness of the program. 8.G.3. Results have been collected and analyzed. The EEI Literacy Performance for ELL students is 86.67 for 2012-2013 and 86.96 for 2013-2014, a .02% increase. Based upon this data, we believe the current program and expenditures for improvement of instruction are attributing to performance levels on benchmark above state levels of performance and increasing levels of performance as students move up in grade level through the ELL program. Action Type: Alignment Action Type: Collaboration</p>	<p>Vickie Easley, Principal; Shane Dunn, Special Services Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ELL (State-276) - Materials & Supplies: \$1893.36 <hr/>ACTION BUDGET: \$1893.36</p>
<p>8.G.1 Title I funds will be used to provide for our parents the school-readiness parental involvement program, HIPPY, via Arkansas River Educational Cooperative. This program is for our parents of three, four, and some five-year old children. Participation in this program will be to ensure that these children develop essential prerequisite learning skills prior to entering kindergarten. Estimated billing for the year is \$35,681. The funding is allocated at the building level. 8.G.1 The district will integrate services provided to all preschool programs, including plans for the transition of participants to the local elementary</p>	<p>Vickie Easley, Principal; Dr. June Elliott, Assistant Superintendent of Curriculum; District Design Team</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title I - Purchased Services: \$15527.19 <hr/>ACTION BUDGET: \$15527.19</p>

school programs in order to increase program effectiveness and reduce fragmentation of the instructional program. The district will ensure the equitable instruction of children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. 8.G.2 The Arkansas River Education Service Cooperative administers and coordinates learning activities through the HIPPY program. Specific data related to learning within the program is not available to our district. Therefore, we have analyzed the effectiveness of the program by comparing the average knowledge of students enrolled in HIPPY to the average knowledge of students who did not attend HIPPY based on the observation survey of those children conducted immediately prior to the beginning of kindergarten. The data may not be an appropriate indicator of effectiveness because it does not take into consideration the knowledge level of the students prior to attending the HIPPY program, thus the learning within the program itself. 8.G.3. According to the current data collected, the effectiveness of the program cannot be decidedly determined without further data collection. Sheridan Elementary School enrolled 18 students in HIPPY. East End Elementary School enrolled 8 students in the program. Based on analysis of the data, at the beginning of the 2013-2014 school year, EEE had 8 students participating in HIPPY scored 14% lower on the math observation survey than students who did not participate in HIPPY. EEE students participating in HIPPY scored 17% lower on the literacy observation survey than students who did not participate in HIPPY. Data will continue to be collected and monitored for the program.
 Action Type: Alignment
 Action Type: Collaboration
 Action Type: Program Evaluation

Instructional specialists will be implemented to support the classroom teachers in raising the academic achievement of all students, including those identified as special education (FTE .5 Title I Funded \$27742.58 Salary \$7061.05 Benefits Toni Walters). EEE will also have and Instructional Technology Specialist {Brandi Williams} to assist teachers and students with technology integration (.25 FTE \$15029.84 Salary and \$3848.06 Benefits). The role of an Instructional Technology Specialist in Sheridan School District is to collaborate with instructional specialists, media specialists, staff and teachers in order to develop curriculum materials and specific lesson plans that integrate technology as well as to model the integration of technology in all curriculum areas including teaching demonstration lessons with the teacher. Technology specialists also integrate instructional technology resources through the district website in order to facilitate parental involvement access. Professional development will be provided to both special education and general education teachers that addresses the academic achievement of the special education sub-population. State NSLA funds will be used to raise the achievement of students in the following manner: (A.)NSLA funds may be utilized to purchase technology devices (\$13206.61) to assist with classroom curriculum deployment targeted toward sub-populations and identified students who exhibit weaknesses in literacy passages, writing domains, and/or mathematic strands. The items comply with section 6.07.19 of the ADE Rules July 2010: Obtaining materials, supplies, and equipment, including technology used in approved instructional programs or for approved purposes. (B.) NSLA funds

Vickie Easley,
Principal

Start:
07/01/2014
End:
06/30/2015

- Teachers

Title I - Employee Salaries:	\$42772.42
Title I - Employee Benefits:	\$10909.11
NSLA (State-281) - Materials & Supplies:	\$13206.61
NSLA (State-281) - Employee Benefits:	\$5876.82
NSLA (State-281) - Employee Salaries:	\$26749.28
ACTION BUDGET:	\$99514.24

will also be utilized to pay for .5 FTE math coach (Alisa Gray Salary \$26749.28 Benefits \$5876.82). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				
Total Budget:				\$285972.75

Priority 2: To Improve Math Skills

1. 1. 3-Year Trend Analysis: 1) The 3-year trend analysis identifies the lowest scoring strand for 3rd grade as Numbers and Operations open response questions. 2) The 3-year trend analysis identifies the lowest scoring area for 4th grade as consistently in open response. The geometry strand continues to be the lowest area. 3) The 3-year trend analysis identifies the lowest scoring area for the past three year for 5th grade as being geometry and data analysis/probability open response questions. 4) The 3-year trend analysis identifies the lowest scoring area for 6th grade as Data Analysis and Probability open response. Open response tends to be the lowest scoring area for the past three years for all students.
2. In 2011-2012, the daily attendance rate was 94.1% for East End Elementary. In 2012-2013, the daily attendance was 95%. The attendance rate was 95% for 2013-14.
3. 3rd Grade: 201 State 2013-14 Benchmark Results: 90% of the Combined Population scored at or above proficient. 97% of the General Population scored at or above proficient. 86% of Economically Disadvantaged students scored at or above proficient. 45% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 56% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was geometry open response. On average students received 3.3 out of 8 possible points in this area. 4th Grade: 2013-2014 State Benchmark Results: 83% of the Combined Population scored at or above proficient. 86% of the General Population scored at or above proficient. 77% of Socio Economically Deprived students scored at or above proficient. 55% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 44% of the students scoring below proficient. The overall lowest scoring area for 4th grade was on geometry open response. On average students received 3.8 out of 8 possible points in this area. 5th Grade: 2013-2014 State Benchmark Results: 68% of the Combined Population scored at or above proficient. 70% of the General Population scored at or above proficient. 58% of Socio Economically Deprived students scored at or above proficient. 11% of Students with Disabilities scored at or above proficient. The lowest identified subgroup Students with Disabilities with 89% of the students below proficient. The overall lowest scoring area for 5th grade was data analysis open response. On average students received 2.5 out of 8 possible points in this area. 6th Grade: 2013-2014 State Benchmark Results: 77% of the Combined Population scored at or above proficient. 82% of the General Population scored at or above proficient. 75% of Socio Economically Deprived students scored at or above proficient. 9% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was students with Disabilities with 91% of the students scoring below proficient. The overall lowest scoring area for 6th grade was data analysis open response. On average students received 1.9 out of 8 possible points in this area. 3rd Grade: 2012-2013 State Benchmark Results: 92% of the Combined Population scored at or above proficient. 96% of the General Population scored at or above proficient. 88% of Economically Disadvantaged students scored at or above proficient. 67% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 33% of the students scoring below proficient. The overall lowest scoring areas for 3rd grade was Number and Operation and Algebra. 4th Grade: 2012-2013 State Benchmark Results: 84% of the Combined Population scored at or above proficient. 86% of the General Population scored at or above proficient. 71% of Socio Economically Deprived students scored at or above proficient. 73% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Economically Disadvantaged students with 29% of the students scoring below proficient. The overall lowest scoring area for 4th grade was Measurement open response. On average students received 3.9 out of 8 possible points in open response in this area. 5th Grade: 2012-2013 State Benchmark Results: 72% of the Combined Population scored at or above proficient. 78% of the General Population scored at or above proficient. 64% of Socio Economically Deprived students scored at or above proficient. 27% of Students with Disabilities scored at or above proficient. The lowest identified subgroup Students with Disabilities with 73% of the students below proficient. The overall lowest scoring area for 5th grade continues to be geometry open response. On average students received 2.4 out of 8 possible points in open response in this area. 6th Grade: 2012-2013 State Benchmark Results: 81% of the Combined Population scored at or above proficient. 87% of the General Population scored at or above proficient. 70% of Socio Economically Deprived students scored at or above proficient. 50% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was students with Disabilities with 39% of the students scoring below proficient. The overall lowest scoring area for 6th grade was data analysis and probability open response. On average students received 2.0 out of 8 possible points in open response in this area. 3rd Grade: 2011-2012 State Benchmark Results: 90% of the Combined Population scored at or above proficient. 91% of the General Population scored at or above proficient. 85% of Economically Disadvantaged students scored at or above proficient. 75% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 25% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was Number and Operation. 4th Grade: 2011-2012 State Benchmark Results: 85% of the Combined Population scored at or above proficient. 90% of the General Population scored at or above proficient. 80% of Socio Economically Deprived students scored at or above proficient. 36% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 64% of the students scoring below proficient. The overall lowest scoring area for 4th grade was Geometry open response. On average students received 2.9 out of 8 possible points in open response in this area. 5th Grade: 2011-2012 State Benchmark Results: 79% of the Combined Population scored at or above proficient. 95% of the General Population scored at or above proficient. 71% of Socio Economically Deprived students scored at or above proficient. 29% of Students with Disabilities scored at or above proficient. The lowest identified subgroup

Supporting
Data:

Students with Disabilities with 72% of the students below proficient. The overall lowest scoring area for 5th grade was geometry open response. On average students received 3.0 out of 8 possible points in open response in this area. 6th Grade: 2011-2012 State Benchmark Results: 92% of the Combined Population scored at or above proficient. 94% of the General Population scored at or above proficient. 90% of Socio Economically Deprived students scored at or above proficient. 50% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was students with Disabilities with 50% of the students scoring below proficient. The overall lowest scoring area for 6th grade was measurement open response. On average students received 4 out of 8 possible points in open response in this area. 2011-2012 Benchmark test results indicate that the lowest performing area in the building was Measurement. Following are the results in measurement: 3rd Grade- 63% proficiency; 4th Grade-61% proficiency; 5th Grade- 69% proficiency; 6th Grade-50% proficiency.

4. For the 2011-2012 school year, 149 were tested using the Qualls Early Learning Inventory. In general knowledge 44% were developed 51% were developing, and 5% were delayed. Math Concepts: 56% were developed, 40% were developing, and 4% were delayed. Work Habits: 62% were developed, 34% were developing and 4% were delayed. Attentive Behavior: 60% were developed, 34% were developing and 7% were delayed. For the 2012-2103 school year, 154 kindergarten students were tested using the Qualls Early Learning Inventory. In general knowledge, 47% were developed, 51% were developing, and 2% were not developed. Math Concepts: 44% were developed, 51% were developing and 5% were not developed. Work Habits: 53% were developed, 40% were developing and 7% were not developed. Attentive Behavior: 49% were developed, 43% were developing and 8% were not developed. For the 2013-14 school year, 144 students were tested. In general knowledge 51% were developed, 40% were developing, and 1% were delayed. Math concepts: 65% were developed, 34% were developing, and 1% delayed. Work Habits: 47% were developed, 50% were developing, and 3% were delayed. Attentive Behavior: 41% were developed, 56% were developing, and 3% were delayed.
5. In 2011/2012, 147 students in first grade were tested on the ITBS and 61% scored at or above 50th percentile. Mathematic Problems: In 2011/2012, 147 students in second grade were tested on the ITBS and 61% scored at or above the 50th percentile. Total Mathematic: In 2011/2012 147 students in second grade were tested on the ITBS and 65% scored at or above the 50th percentile. In 2011/ 2012 147 students were tested in second grade with Iowa Test of Basic Skills in math. Mathematic Concepts: In 2011/2012 147 students in second grade were tested on the ITBS and 71% scored at or above 50th percentile. Mathematic Problems: In 2011/2012 147 students in second grade were tested on the ITBS and 71% scored at or above the 50th percentile. Total Mathematic: In 2011/2012 147 students in second grade were tested on the ITBS and 67% scored at or above the 50th percentile. In 2012/ 2013 146 students were tested in first grade with Iowa Test of Basic Skills in math. Mathematic Concepts: In 2012/2013 146 students in second grade were tested on the ITBS and 51.3% scored at or above 50th percentile. Mathematic Problems: In 2012/2013 146 students in second grade were tested on the ITBS and 50.3% scored at or above the 50th percentile. Total Mathematic: In 2012/2013 146 students in second grade were tested on the ITBS and 60.2% scored at or above the 50th percentile. In 2013-14, 151 students were tested in first grade with Iowa Test of Basic Skills in math. 64% scored at or above the 50 percentile in Total Mathematics. Mathematic Concepts: 66% scored at or above the 50th percentile. Mathematic Problems: 60% scored at or above the 50th percentile. 137 students in second grade were tested on the ITBS. 68% scored at or above 50th percentile on Total Mathematics. Mathematic Concepts: 67% scored at or above the 50th percentile. Mathematic Problems: 68% scored at or above the 50th percentile.
6. In 2010, 142 students were tested in kindergarten on The Metropolitan Achievement Test. The kindergarten students scored 61% at or above the 50th percentile. This was a 27% percent increase from the previous year. Kindergarten Mathematics: In 2010/2011 145 students were tested on ITBS with 68.3%scoring at or above the 50th percentile.
7. In 2010/2011 133 students were tested in the first grade on Stanford Ten Achievement Test. The first grade scored 59% at or above the 50th percentile This was the same percentage as last year. Math Concepts: In 2011, 146 students were tested in first grade on the ITBS and 64.2% scored at or above the 50th percentile. Math Problems: In 2011, 146 students were tested in first grade on the ITBS and 65.5 scored at or above the 50th percentile. Math Total: In 2011, 146 students were tested in first grade on the ITBS and 67.6 scored at or above the 50th percentile. In 2010 132 were tested in second grade on the Standford Ten Achievement Test. The second grade scored 55% at or above the 50th percentile. This was a decrease of 4% from the previous year. Mathematic Concepts: In 2010/2011 130 students in second grade were tested on the ITBS and 70% scored at or above 50th percentile. Mathematic Problems: In 2010/2011 130 students in second grade were tested on the ITBS and 70% scored at or above the 50th percentile. Total Mathematic: In 2010/2011 130 students in second grade were tested on the ITBS and 70% scored at or above the 50th percentile. In 2011/ 2012 147 were tested in first grade with Iowa Test of Basic Skills in math. Mathematic Concepts: In 2011/2012 147 students in first grade were tested on the ITBS and 61% scored at or above 50th percentile. Mathematic Problems: In 2011/2012 147 students in second grade were tested on the ITBS and 61% scored at or above the 50th percentile. Total Mathematic: In 2011/2012 147 students in second grade were tested on the ITBS and 65% scored at or above the 50th percentile. In 2011/ 2012 147 students were tested in second grade with Iowa Test of Basic Skills in math. Mathematic Concepts: In 2011/2012 147 students in second grade were tested on the ITBS and 71% scored at or above 50th percentile. Mathematic Problems: In 2011/2012 147 students in second grade were tested on the ITBS and 71% scored at or above the 50th percentile. Total Mathematic: In 2011/2012 147 students in second grade were tested on the ITBS and 67% scored at or above the 50th percentile. In 2012/ 2013 146 students were tested in first grade with Iowa Test of Basic Skills in math. Mathematic Concepts: In 2012/2013 146 students in second grade were tested on the ITBS and 51.3% scored at or above 50th percentile. Mathematic Problems: In 2012/2013 146 students in second grade were tested on the ITBS and 50.3% scored at or above the 50th percentile. Total Mathematic: In 2012/2013 146 students in second grade were tested on the ITBS and 60.2% scored at or above the 50th percentile.
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Goal

East End Elementary will maximize individual student progress by focusing on cognition based teaching and learning in mathematics.

The AMO standards developed by the Arkansas Department of Education for the 2013-14 were 91.34% for All Students and 86.31% for the TAGG students. All Students group scored 79.52% and the TAGG students scored 71.28%, both Benchmark scoring below the AMO. Annually, the percentage of students scoring proficient/advanced in the All Students population will increase 9% on the Arkansas State Benchmark exam and 10% for the TAGG students. In 2014-15, the AMO target is 92.3% for the All Students population and 87.38% for the TAGG population.

Intervention: EEE will align curriculum, instruction, and assessments to the Common Core State Standards using, Investigations in Number, Data, and Space, Number Talks, and Every Day Counts-Calendar Math.				
Scientific Based Research: Economopoulos K.& et al.(2008).Investigations in Number, Data and Space Curriculum Second Edition.Cambridge:Pearson Scott Foresman: Parrish Sherry.(2010), Implement Number Talks Helping Children Build Mental Math and Competition Strategies.Sausalito, CA:Math Solutions:Dolk, Maarten,Fosnot, Catherine T,& Liu Nina.(2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The math curriculum will be reviewed and updated yearly. The grade level curriculum maps are aligned to common core state standards. The district math committee continues to meet and make adjustments to the math pacing guides as needed. Each teacher will refer to the district's math curriculum pacing guide and follow the plan provided by the district. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	June Elliott Assitant Superintendent ; District Design Team	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Every Day Counts calendar math is used in K-2 classrooms to support the district math curriculum. The district math alignment committee reviewed this support unit aligning it with the CCSS in the spring of 2013. Consumable materials are replenished yearly. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	June Elliott Assistant Superintendent; Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
8.G.1. District assessments are developed and implemented by classroom teachers in collaboration with district instructional facilitators and administrators to align with each module/unit. These assessments will allow for immediate data collection and impact classroom instruction. Implementation will be verified through lesson plans, classroom walkthroughs, and observation. 8.G.2. The district instructional facilitators will collect module assessment data for analysis in collaboration with classroom teachers. 8.G.3 Data will be collected during the 2014-15 school year on the module assessments to use as a base line. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	June Elliott, Assistant Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers Teaching Aids 	ACTION BUDGET: \$
Grade level parent meetings are held at the beginning of each year to inform parents of curriculum, Common Core State Standards, student expectations, standards based report cards, and Title 1. Funding and services provided by Title 1 are discussed with parents and suggestions are solicited. Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Title I Target Assistance	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Progress Monitoring assessments are aligned with Common Core State Standards. These assessments are reviewed annually and used by the classroom teachers to create Academic Improvement Plans for the students who are performing below grade level. Progress monitoring assessments are used by the special education teachers as a source of data to be used when writing IEPs . Action Type: AIP/IRI Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide	Alisa Gray, Math Coach	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Standards based report cards,in Kindergarten through second grade, align with the Common Core State Standards and give parents a comprehensive view of students' strengths and weaknesses.	Vickie Easley, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

Action Type: Parental Engagement				
<p>8.G.1. 1. 1. A teacher with gifted education licensure conducts ADE-mandated (required since August 2007) 30-minute enrichments per month in each K-2 classroom. Verification occurs through printed schedules, lesson plans, and tally sheets of student responses. Selected examples of student work are maintained for use in the official giftedness identification process which occurs at the end of 2nd grade. Each K-2 teacher files an annual KINGORE giftedness report matching students with characteristics of advanced learners. The KINGORE results identify students in need of a differentiated curriculum. Results of spring testing in grades K-2 are also investigated for each second grader. 2. KINGORE ratings and teacher observation input are the evaluation tools that identify students who score significantly higher than grade level. Evaluation occurs through focus group interviews of K-2 teachers and student lessons centered on creative thinking and problem solving. Samples of student work aide in the district's official selection process identification committee. 3. Data will be collected and analyzed for the 2013-2014 school year. Resource: Differentiating Instruction in the Regular Classroom, How to Reach and Teach All Learners, Grades 3-12, Diane Heacox, EdD, Free Spirit Publishing. 2002</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Roy Wilson, GT/AP Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Total Budget: \$0

Intervention: Using a standards based math curriculum, Investigations in Number, Data, and Space, and knowledge gained from research, Cognitively Guided Instruction, the teachers design coherent instruction and implement the Common Core State Standards Mathematical Practices in the classroom.

Scientific Based Research: Economopoulos K.& et al.(2008).Investigations in Number, Data and Space Curriculum Second Edition.Cambridge:Pearson Scott Foresman. Scientific Based Research: Economopoulos K.& et al.(2008).Investigations in Number, Data and Space Curriculum Second Edition.Cambridge:Pearson Scott Foresman: Parrish Sherry.(2014), Number Talks Helping Children Build Mental Math and Competation Strategies.Sausalito, CA:Math Solutions:Dolk, Maarten,Fosnot, Catherine T,& Liu Nina.(2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers, using the district pacing guide for mathematics, will implement the Investigations curriculum to improve the knowledge and skills of students. Math manipulatives will be replenished as needed.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>District Instructional Facilitators will meet with grade level teachers to analyze lesson design and staff needs. Training and mentoring will be provided for the purpose of improving the knowledge and skills for the Investigations Curriculum to ensure improvement in student achievement. Additional manipulatives we be provided.Materials and supplies may also include, but not be limited to, professional texts, teacher organizational materials, such as binders, and texts for book studies related to the professional development topic, etc.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Alisa Gray, Math Instructional Facilitator/ Dean of Students	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
<p>8.G.1. Teachers use formative and summative assessments to guide instruction. Anecdotal records, grading grids, and district assessments are maintained by the classroom teachers and used to inform parents of student strengths and weaknesses. Implementation will be verified through lesson plans, classroom walkthroughs, and observation. 8.G.2. Pre/post assessment data will be collected for analysis. 8.G.3. Based on a three year analysis of the Pre/Post math assessment, the growth percentage has increased. In 2013-14 there was an average 50.4% in grades K-2, 2012-13 a 50.3% growth, and in 2011-12 a 46% growth.</p> <p>Action Type: Alignment Action Type: Parental Engagement</p>	Alisa Gray, Instructional Facilitator/Dean of Students	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation				
<p>8.J.3 Instruction in the core academic areas will be provided for our students by highly qualified teachers and paraprofessionals (including special education teachers and paraprofessionals) by meeting the NCLB definition of "highly qualified". Documentation is maintained and available on demand. Any teacher who has not met the highly qualified status is required to file an ALP and follow the guidelines of the ALP to completion. Our district has an active recruiter who attends seven (7) teacher recruitment fairs annually in seeking highly qualified teachers for our students.</p> <p>Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	Doug West, Assistant Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
<p>Classroom teachers at EEE attend Cognitively Guided Instruction in Mathematics. CGI extends over a three year period and aims to strengthen teachers understanding of how students think about and solve problems. Teachers also gain knowledge of how to plan classroom instruction based on students thinking. In turn, students problem solving skills are enhanced. Teachers will collaborate periodically during Professional Learning Community meetings to analyze students' work and discuss learning progressions. Materials will be purchased as needed to support CGI. As new teachers are hired, they will begin training in CGI. The math specialist will continue leadership training as a CGI trainer.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	June Elliott Assistant Superintendent of Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>The Math Specialist and a team of teachers may attend state, regional, and/or national math conferences to learn strategies, interventions to improve student learning, and develop performance based assessments. Information gained will be shared with fellow teachers during faculty meetings, PLC meetings, and/or professional development.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	June Elliott, Assistant Superintendent of Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Daily Number Talks are implemented in all classrooms to access prior knowledge and encourage relational thinking with fact fluency and problem solving.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Alisa Gray, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>First and Second grade students have daily access to TI-10 calculators. The calculators are capable of generating math facts for the students to solve independently and build fluency. Professional Development on calculator use is provided by Instructional Facilitators.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	Alisa Gray, Instructional Facilitator/Dean of Students	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>Professional Development in the CCSS domain Operations in Number in Base Ten, specifically targeting problem solving, will be provided during professional learning communities. Using the Purposeful Pedagogy Model, teachers will analyze student work, design lessons, and implement instruction.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Alisa Gray, Instructional Facilitator/Dean of Students	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>Class sets of Chromebooks, laptops, and iPads are available to all classrooms in enhance math instruction. As instructed by the classroom teacher, students can access a variety of websites for math practice and remediation.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	Alisa Gray, Instructional Facilitator/Dean of Students, Brandi Williams Technology Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
<p>The online i-Ready Diagnostic and Instruction program was purchased for the 2014-15 school year to increase student achievement in math and literacy. Classroom teachers will use the data from the adaptive diagnostic tool to target instruction to students' specific needs. Data-driven, differentiated</p>	June Elliott, Assistant Superintendent of Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Outside Consultants 	ACTION BUDGET: \$

instruction will improve student outcomes. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Target Assistance			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
Reflex Math, an online subscription, helps students of all ability levels develop fluency with their basic facts in addition, subtraction, multiplication and division. EEE second grade students begin using Reflex the second quarter of the school year, a minimum of three times per week. The program generates reports that allow classroom teachers to monitor student growth and provide remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	June Elliott, Assistant Superintendent of Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide in-time remediation for students scoring below the 50th percentile. Academic Improvement Plans (AIP) will include interventions that will help struggling students improve their math skills.

Scientific Based Research: Wright, J. R. & Martland, J. & et al.(2006).Early Numeracy: Assessment for teaching and intervention; second addition.Thousand Oaks:Paul Chapman.Economopoulos K.& et al.(2008).Investigations in Number, Data and Space Curriculum Second Edition.Cambridge:Pearson Scott Foresman. Scientific Based Research: Economopoulos K.& et al.(2008).Investigations in Number, Data and Space Curriculum Second Edition.Cambridge:Pearson Scott Foresman: Parrish Sherry.(2014), Number Talks Helping Children Build Mental Math and Competation Strategies.Sausalito, CA:Math Solutions:Dolk, Maarten,Fosnot, Catherine T,& Liu Nina.(2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
8.G.1. Students who qualify for special services will receive specialized instruction according to their Individualized Education Plan (IEP). Implementation will be verified through lesson plans, classroom walkthroughs, and observation. 8.G.2. Pre/post assessment data from Test of Early Mathematics Ability (TEMA-3) will be collected for analysis. 8.G.3. The 2012-13 school year was the first year using the TEMA-3 assessment. According to 2012-13 assessment data there was an average raw score increase of 12.5 for Kindergarten students with IEPs, 8 for First grade students with IEPs, and 8.4 for Second grade students with IEPs. The 2013-14 assessment data showed and increase in growth at all grade levels. Kindergarten students average raw score increase of 20, 11.5 for First Grade students with IEPs, and 10.3 for Second Grade students with IEP's. Based on 2012-13 and 2013-14 data, we will continue the program and monitor the academic data received. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Terri Long, Special Services Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
The Response to Intervention team will collaborate with classroom teachers to write AIP's for students performing below grade level based on standardized test scores and student performance. Following the response to intervention pyramid, teachers will ensure that students are given every opportunity to succeed in the classroom by implementing timely and effective remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Paraprofessionals provide math in-time remediation assistance to students in the classroom. The paraprofessionals will receive content-specific professional development as needed. Action Type: Equity Action Type: Professional Development	Vickie Easley , Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Title Teachers 	ACTION BUDGET: \$
The Math Instructional Facilitator models purposeful pedagogy and facilitates lessons using best practices to differentiate learning in the classroom. (FTE 1 - NSLA Funded \$52239.60 Salary \$13661.04 Benefits) Action Type: Alignment Action Type: Collaboration	Alisa Gray, Math Instructional Facilitator/Dean of Students	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Teachers Teaching Aids 	
All classroom teachers post student proficiency levels for mathematics in an excel document on the T-drive quarterly. During PLC meetings, student proficiency data is reviewed using Tinkerplot software. Teachers analyze student data, look for trends, and collaborate to improve student achievement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Tinkerplots software is available in classrooms to boost students' comprehension of analysis and probability of classroom data. Training is provided as needed by the Math Instructional Facilitator. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Alisa Gray, Math Instructional Facilitator/Dean of Students	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Data collected from district formative and standardized assessments are used by the classroom teacher to develop Academic Improvement Plans for students to provide timely and effective remediation. AIP's, generated on the Department of Education GPS Dashboard, are reviewed with parents during Parent/Teacher conferences are updated as goals are met. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Vickie Easley, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Math homework kits are available to provide parents with tools for at home remediation. These kits are stored in the curriculum lab and additional kits are purchased yearly. Parents are contacted through a newsletter stating the availability of math kits. Parents send requests to the classroom teacher who then checks them out from the curriculum lab. Parents are responsible for replacement costs. Title I funding in the amount of \$1,360.36 will be set aside for homework kits and/or parental newsletters. Action Type: Parental Engagement Action Type: Title I Schoolwide	Alisa Gray, Math Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials \$1360.36 & Supplies: ACTION BUDGET: \$1360.36
Total Budget:				\$1360.36

Priority 3: To improve BMI results by 5%.

1. In 2011 - 2012 daily attendance was 94%. In 2012-2013 daily attendance was 95%. The 2013-14 attendance rate was 95%.
2. As related by the Arkansas Governor's 2008 "Initiative Healthy Arkansas," 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. <http://www.arkansas.gov/ha/physical>
3. 1. Body Mass Index Data for 2011-2012 142 kindergarten students were assessed. The following represents the percent of students considered obese: males -10.1% and females - 15.9%. The percent of kindergarten students considered overweight is 22.8% males and 20.6% females. The percent of kindergarten students healthy or underweight is 67.1% males and 63.5% females. 139 second grade students were assessed the following represents the percent of students were obese: males - 16.9% and females - 17.6%. The percent of second grade students that are overweight: males - 16.9% and females - 17.6%. The percent of second grade students that are healthy and underweight: males - 66.7% and females - 64.2% Body Mass Index Data for 2012-2013 146 kindergarten students were assessed the following represents the percent of students considered obese : males -10.5% and females - 15.7%. The percent of kindergarten students considered overweight is 26.3% males and 17.1% females. The percent of kindergarten students healthy or underweight is 63.2% males and 67.1% females. 138 second grade students were assessed the following represents the percent of students were obese: males - 16.7% and females - 19.2%. The percent of second grade students that are overweight: males - 16.7% and females - 21.8%. The percent of second grade students that are healthy and underweight: males - 66.7% and females - 59%. Body Mass Index Data for 2013-14, 132 kindergarten students were assessed the following represents the percent of students considered obese: males -17.4% and females - 7.9%. The percent of kindergarten students considered overweight is 13% males and 34.9% females. The percent of kindergarten students healthy or underweight is 69.6% males and 57.1% females. 126 second grade students were assessed the following represents the percent of students were obese: males - 18.5% and females - 18%. The percent of second grade students that are overweight: males - 13.8% and females - 23%. The percent of second grade students that are healthy and underweight: males - 67.7% and females - 59%.
4. The School Health Index (SHI) self-assessment process allows members of our school community to come

Supporting Data:

together and discuss what our school is doing to promote good health. (2011-2012) The SHI assesses the extent to which our school implements the policies and practices recommended by the CDC and Prevention in its research based guidelines and strategies for school health and safety programs. Module 1, School Health and Safety Policies and Environment, was 82% implemented. Module 2, Health Education, was 86% implemented. Module 3, Physical Education and Other Physical Activity Programs, was 87% implemented. Module 4, Nutrition Services, was 81% implemented. Module 5, School Health Services, was 86% implemented. Module 8, Family and Community Involvement, was 100% implemented. (2012-2013) The SHI assessed our school's implementation of the policies and practices recommended by the CDC and Prevention in its research based guidelines and strategies for school health and safety programs. Module 1, School Health and Safety Policies and Environment, was 85% implemented. Module 2, Health Education, was 82% implemented. Module 3, Physical Education and Other Physical Activity Programs, was 96% implemented. Module 4, Nutrition Services, was 78% implemented. Module 8, Family and Community Involvement, was 85.7% implemented. (2013-14) The SHI assessment of the policies and practices for school health and safety programs are as follows: Module 1, School Health and Safety Policies and Environment, was 80% implemented. Module 2, Health Education, is 80% implemented. Module 3, Physical Education and Other Physical Activity Programs, was 68.5% implemented. Module 4, Nutrition Services, was 80% implemented. Module 8, Family and Community Involvement, was 86% implemented. Overall, BMI classification results for East End Elementary School show approximately 20.9% of all children measured were in the overweight category and 15.5% were identified as obese.

Goal Participation in the BMI activity shows a need to improve all students' cardiovascular and muscular strength. Healthier Body Mass Index (BMI) results will be evident by June 30, 2015. There will be a 5% decrease in the Benchmark percentage of students identified in the overweight and obese categories from 2014-15 BMI results indicating a healthier lifestyle is being practiced.

Intervention: East End Elementary will encourage strategies and activities that promote a healthy lifestyle.				
Scientific Based Research: Lee,S.M., Wechsler, H. & Balling A.(2006.The Role of Schools in Preventing Childhood Obesity. President's Council on Physical Fitness and Sports Research Digest, Series. (3), 1-8. Battista, Ludmilla,& Wright, Lisa, PT,PhD.(2011)Childhood Obesity: What Schools Can do to Make a Difference. Kaplan University.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school nurse will provide classes regarding first aid, diabetes, seizures, and asthma for the staff. These classes will provide basic information regarding these health issues. CPR classes are available to teachers and staff upon request. Action Type: Professional Development Action Type: Wellness	Janet Stockton, Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Food service manager will evaluate meals served in order to ensure that healthier daily meals are provided for our students. Action Type: Collaboration Action Type: Wellness	Joyce Mallory, EEE Food Services Manager	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The school nurse will provide medical alert information and protocol for students with allergies to all classroom teachers. Action Type: Wellness	Janet Stockton, Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The physical education teacher will continue to use the Kids for Health videos throughout the school year to help encourage good nutrition, hygiene, safety, tobacco-free living, and learn about basic human anatomy. The physical education teacher follows the state frameworks for physical education to improvement physical fitness with all students. Modifications are implemented for special education students with special needs. The physical education teacher will be administering the Fitness Gram fitness assessment this school year. Data from this assessment will be collected as baseline data. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Ally Simmons, Physical Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
8.G.1. The school nurse and PE teacher facilitate a Wellness & Fitness Night annually. General information will be available regarding nutrition, stress relief, and healthier living. There will also be opportunities for families to play some new games (with and without equipment) and also demonstrations of fitness activities which can be done at home. Implementation will be verified through observation. 8.G.2.The program will be evaluated based on the number of parents attending the Wellness & Fitness night hosted by the school. 8.G.3. This program has proven to be effective based on parent attendance at the Wellness & Fitness night. The year 2010-12 we had about fifty-five parents and students in attendance. During	Janet Stockton, Nurse; Ally Simmons, Physical Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

2011-2012, approximately sixty parents and students were in attendance. We had an increase in participation during the 2012-13 with 175 in attendance. During the 2013-14 school year the event could not be held. Based on 2012-13 data will continue with the parent nights. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness				
The nurse and PE teacher will send home a quarterly newsletter regarding general health tips, healthy eating ideas, and information on family fitness. Action Type: Parental Engagement Action Type: Wellness	Janet Stockton, School Nurse - Ally Simmons, Physical Education Teacher	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
A defibrillator is placed in the cafeteria for emergencies. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Janet Stockton, Nurse	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alisa Gray	Dean of Students	Math
Classroom Teacher	Ally Simmons	Physical Education Teacher	Wellness
Classroom Teacher	Amy Taylor	First Grade Teacher	Wellness
Classroom Teacher	Andrea Coker	Second Grade Teacher	Math
Classroom Teacher	Brandy Crain	First Grade Teacher	Literacy
Classroom Teacher	Chris Williams	Second Grade	Literacy
Classroom Teacher	Gena Golleher	Reading Recovery	Literacy
Classroom Teacher	Jana McClain	Pre-K Teacher	Literacy
Classroom Teacher	Jennifer Baseman	First Grade	Literacy
Classroom Teacher	Karen Hicks	Second Grade Teacher	Math
Classroom Teacher	Kelly Watts	First Grade Teacher	Math
Classroom Teacher	Kimberly Whitehead	First Grade Teacher	Math/Parental Involvement
Classroom Teacher	Kimmie Williamson	Kindergarten Teacher	Wellness
Classroom Teacher	Kristen Bowman	Kindergarten	Literacy
Classroom Teacher	Kristen Davis	Kindergarten	Wellness
Classroom Teacher	Kristi Stinnett	Kindergarten	Literacy
Classroom Teacher	LeeAnn Clay	Pre-K Teacher	Math
Classroom Teacher	Lendsi Martin	First Grade Teacher	Literacy
Classroom Teacher	Lindsey Smith	First Grade Teacher	Math
Classroom Teacher	Megan Adams	Kindergarten	Math
Classroom Teacher	Niki Kilburn	Kindergarten	Math
Classroom Teacher	Rebecca Schatz	Second Grade Teacher	Literacy
Classroom Teacher	Rochelle Dalton	Kindergarten Teacher	Wellness
Classroom Teacher	Summer Hill	Kindergarten Teacher	Literacy
Classroom Teacher	Tara Derby	Reading Recovery Teacher	Literacy
Classroom Teacher	Teri Bibb	Second Grade Teacher	Math
Classroom Teacher	Terri Long	Special Services Teacher	Literacy
Classroom Teacher	Toni Walters	Instructional Facilitator	Literacy
Classroom Teacher	Tracy Sproul	Second Grade Teacher	Wellness
District-Level Professional	Doug West	Assistant Superintendent	Federal Advisory Committee
District-Level Professional	Jerrid Williams	Superintendent	Federal Advisory Committee
District-Level Professional	June Elliott	Assistant Superintendent of Curriculum	Federal Advisory Committee
District-Level Professional	Kelli Cypert	Director of Federal Programs	Federal Advisory Committee

Non-Classroom Professional Staff	Alicia Davidson	Speech Therapist	Literacy
Non-Classroom Professional Staff	Faith Boatright	Media Specialist	Literacy
Non-Classroom Professional Staff	Katie Jackson	Counselor	Wellness
Non-Classroom Professional Staff	Pam Raley	Computer Aide	Wellness
Non-Classroom Professional Staff	Paula Byrns	Special Services Teacher K-2	Literacy
Non-Classroom Professional Staff	Shirley Reed	Paraprofessional and Volunteer coordinator	Math
Non-Classroom Professional Staff	Tammy Lichty	Pre-K aide	Wellness
Non-Classroom Professional Staff	Tammye Ladd	Paraprofessional	Math
Non-Classroom Professional Staff	Toni Johnson	Paraprofessional	Title 1 Advisory
Non-Classroom Professional Staff	Tonya Crump	Pre-k aide	Title 1 Advisory
Non-Classroom Professional Staff	Tracy Akines	Self-Contained Paraprofessional	Math
Parent	Amber Terry	Parent	Parental Involvement
Parent	Andrea Tripp	Parent	Parental Involvement
Parent	Andy Mayberry	Parent	Alumni Advisory Committee
Parent	Clarissa Wallace	parent	Alumni Advisory Committee
Parent	Janet Stockton	Parent	Parental Involvement
Parent	Missy Mitchell	Parent	Alumni Advisory Committee
Principal	Vickie Easley	Principal	Title 1 Advisory